

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: hatfieldt@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

| Exemplar | Total Points Possible |
|--|------------------------------|
| 1. Description of comprehensive improvement services | 25 |
| 2. Use of scientific educational research | 15 |
| 3. Job embedded professional development | 15 |
| 4. Experience with state and federal requirements | 15 |
| 5. Sustainability Plan | 15 |
| 6. Staff Qualifications | 15 |
| Total Points Possible | 100 |
| Minimum Points Required for Approval | 70 |

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

| | | |
|-----------|-----------|--|
| Section 1 | 15 points | |
| Section 2 | 10 points | |
| Section 3 | 10 points | |
| Section 4 | 10 points | |
| Section 5 | 10 points | |
| Section 6 | 10 points | Section 6 must be completed by all applicants. |

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

| | | | |
|--|--|--|---------------------|
| 1. Federal EIN, Tax ID or Social Security Number | | 2. Legal Name of Entity | |
| 381709020 | | Kalamazoo Regional Educational Service Agency | |
| 3. Name of Entity as you would like it to appear on the Approved List | | | |
| Kalamazoo RESA | | | |
| 4. Entity Type: | | 5. Check the category that best describes your entity: | |
| <input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit | | <input type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) | |
| | | <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): ____ | |
| 6. Applicant Contact Information | | | |
| Name of Contact Margaret McGlinchey | | Phone 269-250-9214 | Fax 269-250-9211 |
| Street Address 1819 E. Milham Ave. | | City Portage | State MI |
| E-Mail MMcGlinchey@kresa.org | | Zip 49002-3035 | |
| | | Website http://www.kresa.org | |
| 7. Local Contact Information (if different than information listed above) | | | |
| Name of Contact | | Phone | Fax |
| Street Address | | City | State |
| E-Mail | | Zip | |
| | | Website | |
| 8. Service Area | | | |
| List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. | | | |
| <input type="checkbox"/> Statewide | | | |
| Intermediate School District(s): Allegan ESA Lewis Cass ISD Kalamazoo RESA St. Joseph ISD Van Buren ISA | | Name(s) of District(s): All schools and districts residing in Allegan, Cass, Kalamazoo, St. Joseph & Van Buren counties of Michigan | |

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☒ Yes

☐ No

What school district are you employed by or serve: Kalamazoo RESA

In what capacity are you employed or do you serve (position title): Assistant Superintendent

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Kalamazoo RESA (KRESA) services provide for a collaborative approach to coaching and professional development opportunities in literacy, , behavior, math, Michigan school improvement framework, instructional technology, data analysis and school leadership. KRESA Coach/Trainers work with staff in low performing schools on, research based strategies, practices, and implementation of programs designed to provide for a school climate that fosters greater academic achievement. When working with schools the KRESA Coach/Trainers follow the **Michigan Model of Process Cycle for School Improvement**

- 1) gather data,
- 2) analyze and study the data within the context of the School Improvement Framework
- 3) revise the School Improvement Plan as needed, and
- 4) implement, monitor and evaluate this revised plan.

The Coach/Trainer may assist with the organization of school teams that review assessment data and develop literacy goals for their schools, bring information and ideas for curriculum revision to school teams, and conduct or facilitate in-service training for those colleagues. They review student assessment data, guide lesson planning, and generally ensure that the strategies learned in workshops are effectively used in classroom instruction; this may include classroom observations providing feed back to teachers.

The KRESA Instructional Center currently employs a staff of six coaches who provide training, guidance and support utilizing a Response to Intervention (RtI), framework with a focus on improving academic skills and Behavior. Research supports the need to focus on academic content and behavior concurrently. Several studies have found relationships between academic performance and problem behavior across grade levels. A 2011 research report “The Impact of Enhancing Students’ Social and Emotional Learning” A Meta-Analysis of School-Based Universal Interventions published in the journal *Child Development*, found that students who participated in programs that taught social, emotional, and behavioral skills, improved in their grades and standardized-test scores by 11 percentile points when compared with nonparticipating students.

For the purpose of this application we are using literacy as the content area of focus, however, the approach would be the same for any content area. Coach/Trainers work with school teams and content teachers across the curriculum to help them implement and utilize strategies designed to improve their students’ ability to read, write, and succeed in content courses. Research in the area of literacy has shown that effective instruction must include explicit instruction in phonics, vocabulary and comprehension and employ frequent curriculum based measures to insure that all students learn critical skills. Training and support in these instructional strategies is provided by KRESA Coach/Trainers. In addition, these Coach/Trainers work with designated school staff - Internal Coaches and principals – to increase the internal capacity of the schools in order to ensure the continuation of these best practices once the External Coach is no longer available.

KRESA coaches also work with schools on the implementation of Positive Behavior Interventions and Support (PBIS). This research based school wide behavior intervention has been very successful in teaching students appropriate social behaviors and reducing inappropriate behavior. Internal coaches are also trained in PBIS so that, as in literacy, school based expertise remains after training and the External coaching cease.

KRESA coach/trainer staff consists of educational practitioners with experience as teachers, reading specialists, school psychologists, behavioral specialists and/or administrators. Each has received over 1000 hours of training from experts throughout the country on topics such as the collection and use of Instructional data, Response to Intervention, Positive Behavior Support, Differentiated Instruction within a tiered intervention system, research based instructional strategies, Professional Learning Communities, grade level data meetings and Formative Assessment. In addition the KRESA coaches attend monthly MiBLSi meetings which provide ongoing training and discussion around issues of coaching and data base decision making.

- **Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement**

The school climate/student achievement connection has been well-established in the research (Freiberg, Driscoll, & Knights, 1999; Hoy, & Hannum, 1997; Kober, 2001; Loukas, & Robinson, 2004; Norton, 2008; Shindler, et al., 2004). The KRESA coach/trainer model supports the well researched fundamental connection between school climate and student achievement.

The presence of disruptive behavior in secondary schools interferes with student achievement at the individual and school level. In order to maximize student achievement and create a safe and orderly learning environment it is essential that research based practices, including the effective use of data, be an integral part of the school culture. Positive Behavior Support (PBS) is a systems approach incorporating proactive, positive (non-punitive) and instructional strategies exercised over time with consistency to develop positive behavior in students. PBS strategies involve teaching good social skills and establishing settings, structures, and systems to facilitate positive behavior change.

| Typical Coach/Trainer Sequence of Activities |
|--|
| External Coach(es) assigned. |
| Gather data: <ol style="list-style-type: none"> 1. Identify and collect baseline student achievement data for participating and comparison schools. 2. Develop and/or validate surveys of building climate, and participant coaching competencies, data and assessment knowledge and skills. 3. Administer surveys to establish baseline data. 4. Working with District/Building, assist in the identification of Internal Coach(es). |
| Analyze and study the data within the context of the School Improvement Framework: <ol style="list-style-type: none"> 1. Working with Principal and Internal Coach(es) review school improvement plan. 2. Meet with building administrators regarding school climate results, Internal Coach(es) roles and training outline. 3. Identify focus and or Revise the School Improvement Plan as needed. |
| Implement, monitor and evaluate this revised plan: External Coaches establish relationships with buildings and designated Internal Coaches and help establish a vision, and to discuss procedural and process issues. |

1. Finalize Internal Coach PD (schedule, modules)
2. Ongoing meetings and communications between Internal and External Coaches one day per week External Coach in the building; External Coaches model data use for School Improvement; monthly meetings/professional development; ongoing evaluation activities and annual surveys of Coaches, building culture, building processes around data use, and student data; annual meeting with buildings and district administration regarding progress.

Kalamazoo RESA has provided external coaching support to over 40 schools implementing PBS over the past six years. We have observed three phenomena related to coaching and its impact on building school culture and capacity; 1). An external coach increases the use of data to inform decisions. 2) In buildings where the external coach was paired with internal staff charged with assisting with the coaching of their peers, implementation was stronger. 3) The ability of the schools to sustain the initiative over time was seriously impaired without an external coach.

KRESA has a staff of six coaches who provide training, guidance and support with a Response to Intervention (RtI), framework focused on improving student achievement.

- **Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement**

The KRESA Instructional Center Coach/Trainers provide powerful, sustainable school improvement utilizing a Response to Intervention (RtI), framework with a focus on student achievement and climate change. This model engages staff by using the challenges facing the school, as identified in their school improvement plan, as the basis for job-embedded professional development. Coach/Trainers support the school, and work with staff on implementation, research based strategies, practices, and programs designed to provide for a school environment that fosters greater student achievement and the social emotional growth of students.

The value of on-the-job coaching repeatedly appears in implementation evaluation literature. A seminal study conducted by Joyce and Showers (2002) showed that training outcomes differed significantly with different kinds of instructional strategies and support.

- Using Presentation/Lecture, trainees mastered 10% of the content knowledge, 5% of skill outcomes, and 0% were able to apply the training to the classroom.
- Using Presentation/Lecture PLUS Demonstration, trainees mastered 30% of the content, 20% of the skills, but 0% were still able to apply the training to the classroom setting.
- Using Presentation/Lecture and Demonstration PLUS Practice, trainees mastered 60% of content and 60% of skills, but classroom implementation remained low at 5%
- Finally, using Presentation/Lecture and Demonstration and Practice PLUS coaching support, trainees mastered 95% of content knowledge and skills AND 95% applied the training to the classroom setting.

- **Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.**

For evaluation of the effectiveness of External Coaches on School Climate, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects. A hallmark of PBS is the utilization of an integrated evaluation process for making data-based decisions. Thus, a number of evaluation and data collection tools for self-assessment and action planning already exist. These tools assist schools, districts, ISDs in answering essential questions about the progress, fidelity, sustainability, and impact of implementing PBS. The Benchmarks of Quality (BoQ) tool is used by school-based teams and external coaches to assess and identify areas of strength and weakness for establishing action plans. Attached is an example of how the BoQ tool has been used as part of a program evaluation, to assess progress of implementation in local schools.

Please see Attachment A. Other tools used to assess aspects of PBS implementation include: the School-wide Evaluation Tool (SET) to examine year-to-year progress, the School Profile Tool, the School Safety Survey (SSS) that identifies training and support needs, the Self-Assessment Survey (SAS) that measures awareness and building process changes related to PBS, and the Effective Behavior Support Survey.

At its core, the PBS system relies on the use of a data system to monitor and quantify student behaviors. The School wide Information System (SWIS) provides the vehicle for analyzing the impact of various decisions and processes on student behaviors. By collecting and inputting detail about student behaviors (who, what, when, where), schools have data to make decisions about their school wide behavior program. SWIS data also becomes the tool for measuring overall student impact of the PBS program as well as providing information on the behavioral/social needs of individual students.

When evaluating the impact of the use of External Coaching support on student achievement, we will use DIBELS to measure student performance in reading. Because many school districts mandate DIBELS as part of their annual assessments, the use of DIBELS will allow us to minimize interruption to schools and link academic interventions to common academic standards.

In terms of measuring progress and goal attainment related to the School Improvement Plan, KRESA provides guidance and assistance in developing monitoring and evaluation tools for each strategy. For reading strategies, DIBELS and Aimsweb are commonly used to assess student progress in reading comprehension, and Delta Math and Aimsweb are commonly used to assess student progress in math. Goal attainment is measured using the MEAP or MME/ACT or other summative measure used by individual districts (e.g., NWEA, ITBS). Additionally, as schools develop their school improvement action plans, it is often necessary to develop assessment tools that are more closely linked to each strategy. Schools are coached to develop tools at grade level and/or at the building level to ensure they have valid data on a regular basis to bring back to school improvement meetings to report student progress. This is a learning process since monitoring and evaluation processes are not institutionalized in most schools and the State has provided minimal guidance/tools for this work.

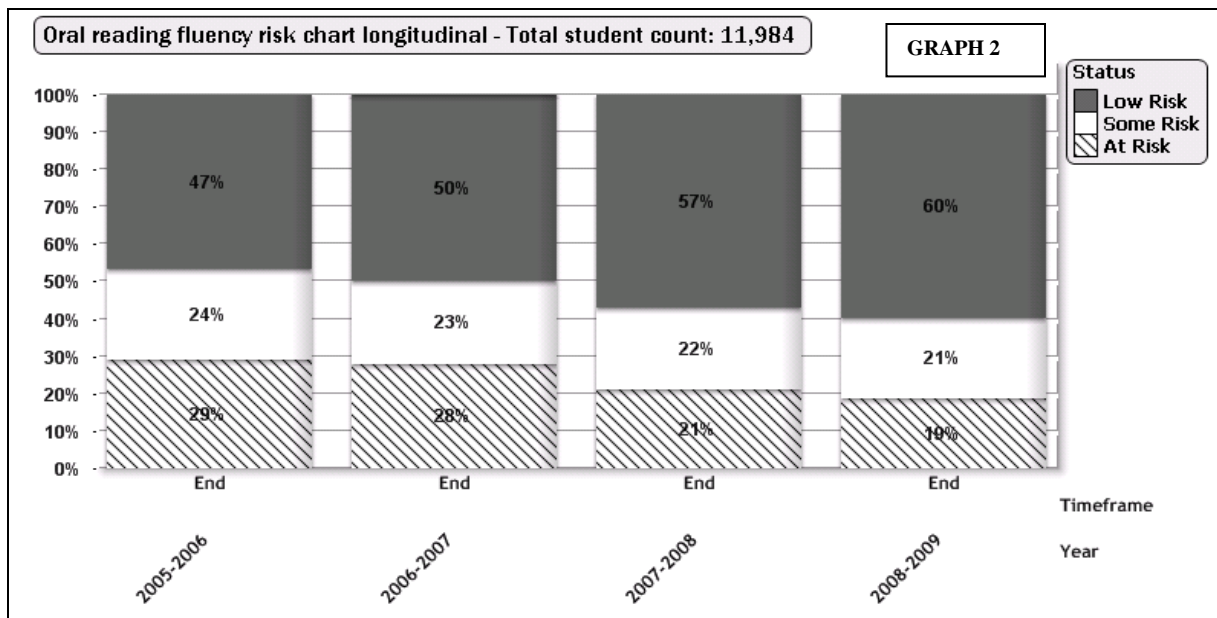
Exemplar 2: Use of Scientific Educational Research **(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

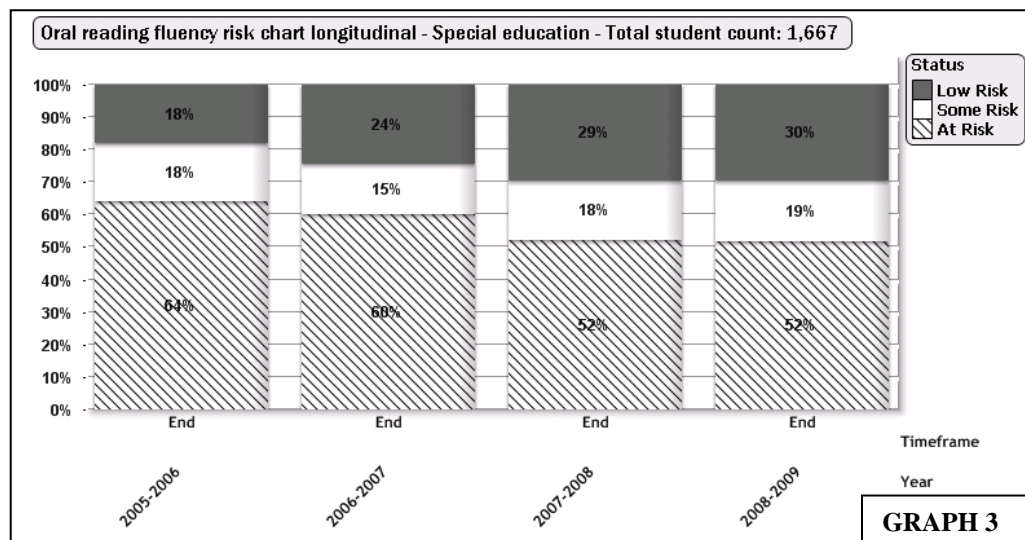
- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

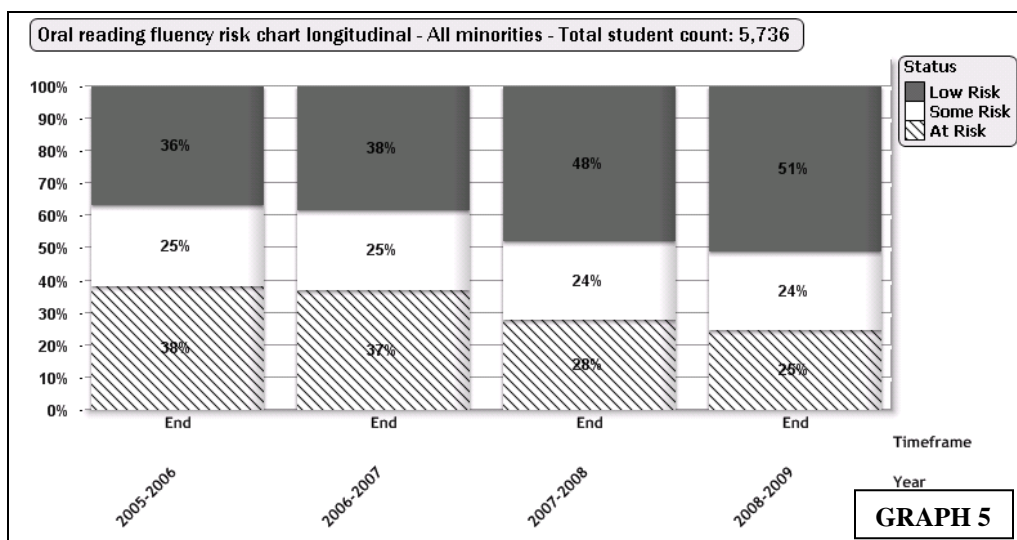
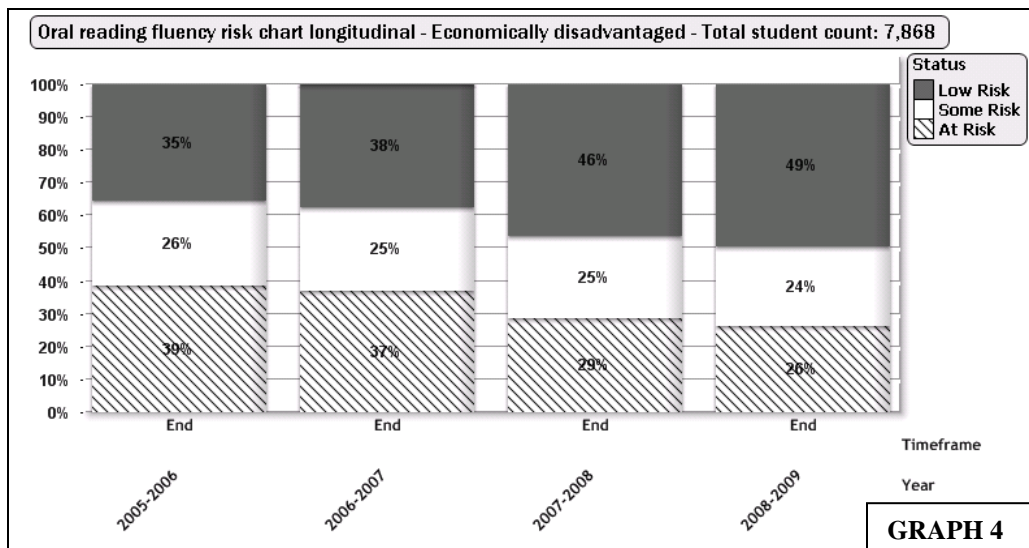
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The frequent meaningful use of data has been cited in every major analysis of effective schools in the past 30 years. (Reeves, Marzano, Stiggins, Black and Wiliam, Lezotte, Edmunds). The data portrayed on Graph 2 show an increase of students in the low risk category and decrease of students in the high risk category over a 4 year period, as measured by the Oral Reading Fluency sub-test from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for four districts in Kalamazoo County involved with the MiBLSi and SAMHSA initiatives. Both initiatives are highly focused on the use of data to identify and track the instructional needs of students. The 13% increase of students in the low risk category and the 10% decrease of students in the high risk category demonstrate the potential for improvement when data analysis is combined with high yield strategies.



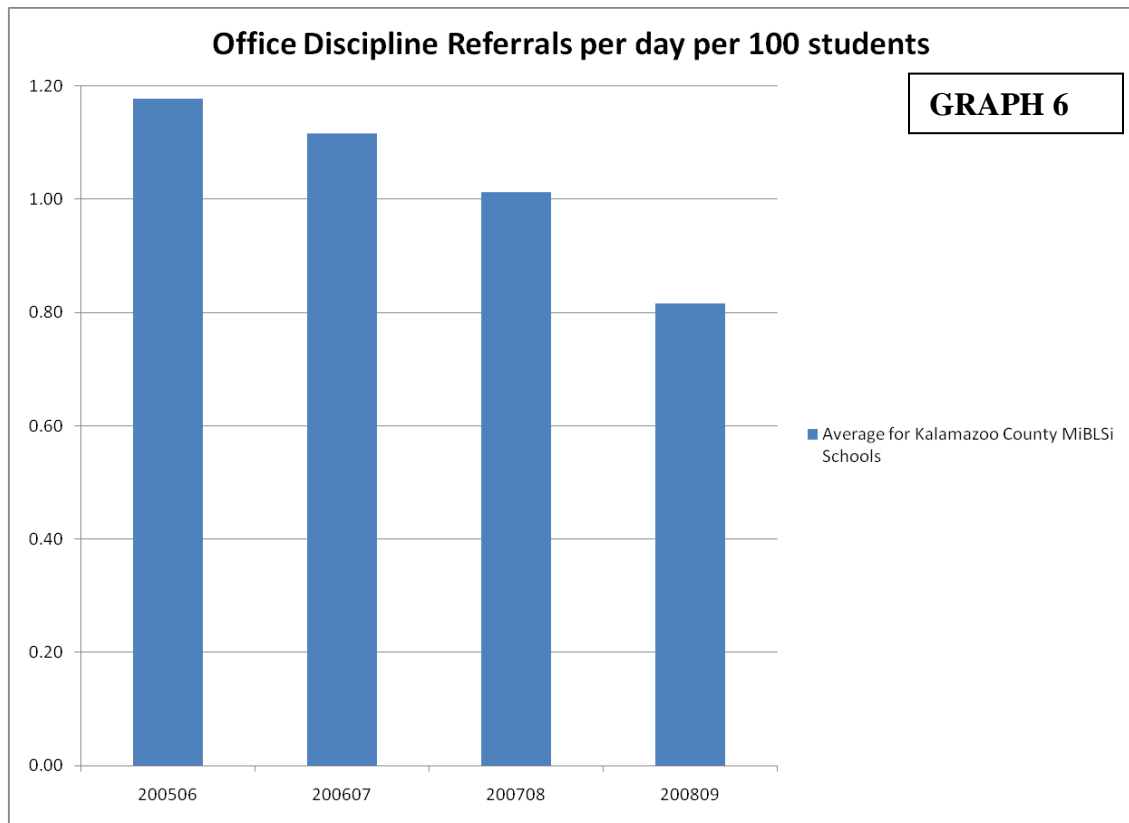
Graphs 3, 4 and 5 (below) present data from four Kalamazoo County school districts involved for four plus years with data driven initiatives focused on literacy and behavior (MiBLSi and SAMHSA). External Coaches were part of the implementation plan with both initiatives. These districts average a low income population of over 50%. When the data on the Oral Reading Fluency sub-test of DIBELS is disaggregated by special education, low income, and minority populations, the gains made for each of these groups equals or exceeds the gains made by the population as a whole. See Graph 2. All students gain academically when data is combined with good instructional practice.





Graph 6 represents the decrease in office referrals for the same group of four school districts. The use of data analysis combined with appropriate interventions, has been shown to be equally as effective with behavior as with literacy.

The connection of these improved outcomes to graduation rates can only be suggested at this point. However, improved behavior and literacy skills are strong predictors of school success, and school success is a major predictor of high school completion.



There are increasing indications that coaching affects academic achievement.

- Richard (2003) notes that coaching, which was part of a broader package of reforms, was producing test score improvements in the San Diego School District.
- Guiney (2001) looked at the impact of literacy coaching in Boston Public Schools and concluded that, “Several schools have had dramatic increases on parts of the state’s difficult test, the MCAS [Massachusetts Comprehensive Assessment System]—increases that can be directly connected to teachers’ work that was undertaken with their coaches” (para. 12).
- Neufeld and Roper (2003) concluded that, “coaching can become a powerful vehicle for improving instruction, and, thereby, student achievement (p. 26).

The frequent meaningful use of data has been cited in every major analysis of effective schools in the past 30 years. (Reeves, Marzano, Stiggins, Black and Wiliam, Lezotte, Edmunds). Lang et al. (2006, 2007) conducted randomized trials and found teachers using data in their instructional practice had a statistically significant positive impact on achievement in math.

Exemplar 3: Job Embedded Professional Development **(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

“Research indicates that there are three key dimensions embedded in effective training models context, process, and content [[NSDC and NAESP, 1995](#)]. Context addresses the organization and culture in which training occurs. Process refers to the ways in which training is organized and delivered. Content refers to the knowledge and skills that will be delivered through training.”(Preparing Teachers To Use and Apply Technology: New Models For A New Era, Richard Diem 1996)

In the KRESA coach/training model, the context is the school, the process is primarily job embedded and the knowledge/skills delivered are determined by the school improvement plan. The core elements in the coach/training model include:

- using data to determine focus area(s)
- determining researched based interventions
- appropriate training
- frequent and timely observations and
- providing feed back to teachers with principal attending.

Job embedded PD includes:

Workshops tied to school goals - where educators attend in teams and with the support of the KRESA coach trainer transfer the knowledge gained into practice.

Collaborative school teams/Grade level teams - Teachers and administrators meet weekly or more often as needed. Discussions might include lesson planning, instruction, student work, school improvement goals, etc.

Peer Coaching - Teachers attend staff development programs in groups of two or more, teachers then coach each other as a follow-up to workshops and adapt practices to the work place.

Action Research - A small group gather data focuses on a specific topic or practice work environment etc. with job-embedded research findings. This practice reveals certain trends and tendencies and allows participants to reflect on what changes need to be made. Reports to the

staff occur routinely.

Overall, job embedded learning is a practical method that offers an easier, more effective method to ensure that education is constantly improving. Successful job-embedded staff development requires principals to see themselves as leaders of learning and as designers of structures that support high levels of learning by being the facilitator of adult learning (Sparks, 1997). KRESA provides for a number of leadership development opportunities including: Monthly Elementary, Middle and High School principal learning communities, an annual Administrators Academy, and an annual Principals Institute.

Exemplar 4: Experience with State and Federal Requirements **(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

School Improvement

- Ongoing professional development opportunities for School Improvement (SI) teams to learn about and implement processes and tools of the Michigan Continuous School Improvement (MI-CSI) cycle
- Targeted professional development sessions focused on various aspects of the improvement cycle, e.g., Completing the School Data Profile and Analysis, Collecting and Analyzing School Process Profile Data, Effective Data Meetings, Using the Data Warehouse for School Improvement, Research-based Instructional Strategies, Monitoring and Evaluation for Better Planning
- Facilitation of School Improvement initiatives in schools and districts to assist in building awareness and understanding of continuous improvement through the lens of “One Common Voice-One Plan”
- Technical assistance and coaching of school and district improvement teams to develop actionable, feasible plans
- Feedback to schools and districts on their School Improvement processes and plans using a Peer Review process
- Professional development of KRESA Instructional Center staff on MI-CSI and active collaboration among staff to integrate School Improvement language and tools into trainings related to: Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), Response to Intervention, Positive Behavior Support systems, parent involvement, and instructional strategies.

Title I

- Consultation and assistance regarding Title I requirements related to School Improvement at the district level (alignment of LEA Planning Cycle, the Consolidated Application, and the District Improvement Plan) and at the building level (addressing required components for Targeted or Schoolwide in the School Improvement Plan, ensuring Title I work is described in the SI Plan, evaluation of Title I funded programs)
- Facilitation of Title I networking meetings with Field Services staff and district/ building-level Title I coordinators in southwest Michigan
- Personnel trained as Schoolwide Schools Facilitator
- Assistance to Title I High Priority Schools through Regional Assistance Grants including School Improvement Team support, Process Mentor Team member, coordination and oversight of Leadership Coaches, planning and implementation of school-specific training and support (PLCs, Formative Assessment, Math/Literacy, PBS)

Statewide Assessments

- Training and consultation for LEA personnel in using MEAP and MME/ACT for Continuous School Improvement – using appropriate warehouses and software (Data 4 Student Success (Data4SS) and Pinnacle Insight)
- Targeted training in the use of Data4SS website for all levels of data use (district to classroom), FERPA requirements, and professional development components
- Targeted training in the use of Pinnacle Insight to complete the School Data Profile and Analysis component of the Comprehensive Needs Assessment

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

- Training in understanding MEAP and MME/ACT data with respect to test blueprints, scoring, and analysis, appropriate uses of statewide assessment data for school improvement
- Maintenance and upgrading of a regional data warehouse (Pinnacle Insight) and
- Training of Data Coaches on various aspects of data collection, interpretation and use for decision making (Title IID Regional Data Initiatives Grant)

Michigan Curriculum Framework and State-Adopted Curriculum

- Ongoing training in the Curriculum Framework, content expectations, and the Common Core State Standards (CCSS) for ELA and Math
- Training and consultation with districts on alignment of written curriculum and resources with State standards
- Auditing (observation and feedback) on alignment of written, tested and taught curricula
- Training in formative assessment processes to build teaching and learning feedback systems for instructional decision making - focused on learning targets derived from State standards
- All Instructional Center content professional development focused on instruction related to State standards

IDEA

- Supporting data collection, monitoring, and compliance activities to address Special Education federal and state requirements as articulated in the Continuous Improvement and Monitoring System (CIMS) and State Performance Plan criteria. Areas addressed include: referral, evaluation, eligibility, programs, services and Individualized Education Plans.
- Consultation and technical assistance to constituent districts and schools regarding compliance with and implementation of the federal requirements under Section 504 of the Rehabilitation Act as it relates to students.
- Development and implementation of a software tool for ensuring appropriate development of Personalized Curriculum plans
- Staff members with split assignments – working in both Special Education and Instructional Center departments to ensure communication and coordination of efforts

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (*insert narrative here*)

Based on current educational literature pertaining to coaching and our own experience, we know that in addition to group professional development offerings, Internal PBIS/Literacy coaches, will also need individual support and instruction on (1) the foundational underpinnings of effective coaching, (2) research based instructional strategies and (3) student engagement strategies and classroom management. These Internal Coaches will eventually become the “local” experts so necessary for the sustainability of any initiative. They will be guided by the External coaches who will gradually turn over more responsibility to them. This training of Internal Coaches is a critical aspect of any External Coaching model if true systemic change is to occur.

In Year 1 the role of the external coach will be two-fold. First, by drawing on their knowledge and experience with similar work in other schools, they will help establish systems and procedures that allow for the use of process data and student learning data in making decisions about instruction, resource allocation, and program selection. Establishing early momentum and opportunities to experience the process with a knowledgeable guide is essential to the early phases of any change implementation. Second, the external coach will work with key school staff to deepen their understanding of the content knowledge and procedural expertise while gradually but intentionally transferring the coaching duties to internal staff.

In Year 2 the Internal staff will assume their roles as the building coaches and will be supported in their efforts to develop and sustain an effective climate in their buildings by Coach/Trainers supplied by KRESA.

In addition to the external coach support we will bring the internal coaches together as a facilitated team, once a month, to build peer relationships among the coaches, discuss issues and provide resources.

In year 3 the onsite involvement of the external coaches will begin to diminish to allow internal coaches to be viewed by staff as the key resource for instructional strategies based on data analysis. By year 4 or 5 the external coach will not be present in the buildings, but will remain a resource for the internal coach through email, telephone and offsite meetings.

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Sharon Dodson – School Improvement Coordinator

Ethan Alexander – Positive Behavior Support Consultant

Nancy Lindahl – Positive Behavior Support Consultant

Danielle Seabold – Math Consultant

Courtney Huff – literacy Consultant

Sharon C. Dodson
1520 N. 26th Street, Kalamazoo, MI 49048
scdodson@aol.com 269.760.1635

WORK EXPERIENCE

School Improvement Consultant *October 2008 – present*
Kalamazoo Regional Educational Service Agency (RESA), Kalamazoo, MI

- Train and support school, district, and ISD teams in the development, implementation, and evaluation of School Improvement Plans and reports.
- Provide leadership and support for Instructional Center projects, including the Regional Data Initiatives Grant (5-county Title II D grant initiative), Principal Academies, Elementary and Middle School Principal Meetings, Internal Literacy and Behavior Coaches, and High Priority Schools.
- Develop and deliver various trainings in Formative Assessment and Data Use.
- Act as liaison between the State Department of Education and local school districts for the dissemination and implementation of State policies.

Director of Institutional Research *January 2008- October 2008*
Bay de Noc Community College, Escanaba, MI

- Conducted and managed internal research and evaluation studies. Generated data reports, conducted analyses, created reports, and communicated findings.
- Co-led the AQIP (Academic Quality Improvement Program) accreditation, continuous improvement, and strategic planning processes for the college.
- Managed the "Achieving the Dream" grant-funded project, coordinated activities in major strategies, led formative evaluation efforts, led institutional (cross-divisional) strategies, and coordinated required data submissions.
- Supervised the required data collection and reporting processes to federal and state departments of education and other funding entities.

Executive Director *October 2000- January 2008*
Kalamazoo Public Schools, Kalamazoo, MI

- Designed and implemented systems for professional development of principals, teachers, and new teachers/mentors. Worked with Western Michigan University staff to develop connections between Teacher Education, student teaching experiences, and in-service teaching.
- Provided district leadership, including management, monitoring, communications, and evaluation for various grant-funded programs including Even Start, Reading First, Early Reading First, Smaller Learning Communities.
- Led the effort to design and implement systems for collecting, reporting and using student achievement data.
- Consulted with building and district administrators on school and district improvement planning, data-based decision making, and systems change. Provided leadership for implementing a continuous improvement process.

ETHAN ALEXANDER

502 Egleston Avenue 📍 Kalamazoo, MI 49001 📞 (269) 599-5772 📧 eelusivee@gmail.com

OBJECTIVE: To utilize my educational and professional experience in a progressive school environment where there is a need for leadership, organizational abilities, and a creative approach to problem-solving.

QUALIFICATIONS

- Strong understanding of and experience with the Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) in Kalamazoo County schools
- Experience in facilitating trainings in classroom management using the CHAMPs model
- Wide variety of experiences collaborating with schools, courts, social service agencies, and families in order to meet students' social and educational needs
- Grant writing experience. Awarded two grants. Walmart Education Grant. Kalamazoo Community Foundation, Good Neighbor Grant
- Specialization in the treatment of children, adolescents and their families
- Training in and administration of various personality and intellectual assessments.
- Strong appreciation of diverse cultures, as evidenced by work and travel in Brazil.
- Excellent skills in organizing and leading groups, organizations, or committees
- Ability to work with Windows and Mac OS, Microsoft Word, Excel, PowerPoint.
- Strong communication skills.

EDUCATION

- **Certification:** School Guidance Counseling K-12 (2004)
Western Michigan University, Kalamazoo, MI
- **Master of Arts:** Counselor Education and Counseling Psychology (2000)
Western Michigan University, Kalamazoo, MI
- **Bachelor of Arts:** Interpersonal Communication (1994)
Western Michigan University, Kalamazoo, MI

PROFESSIONAL LICENSURE AND CERTIFICATION

- **Licensed School Counselor (K-12)**
- **Limited License Professional Counselor**

EDUCATIONAL EXPERIENCE

- **Positive Behavior Support Specialist** September 2007 – Present
Kalamazoo Regional Education Services Agency (KRESA), Kalamazoo, MI August 2007 – Present
 - Provide coaching support to teams of administrators and teachers in behavioral systems
 - Develop and present trainings for school staff in classroom management (regional, state wide)
 - Analyze behavioral and literacy data for schools in order to improve present systems
- **Behavior Interventionist/ School Counselor** October 2005 – June 2007
Comstock North Elementary School, Comstock, MI
- **Michigan Department of Education** 2010-11
Provide school-wide, small-group, and individual behavioral interventions
- **Section 1003(a) School Improvement Grants**
Provide short-term and crisis counseling for students
- **Preferred External Educational Services Provider Application**
Excellence in Social Responsibility Committee (School Improvement Team)
- Implement Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

Nancy Lindahl
8062 Greenfield Shores Drive ~ Scotts, MI 49088
269-330-4728 ~ Lakelady50@comcast.net

MA #15
SEP. 20

Skilled in collaborating to developing individual, classroom and school-wide interventions for increased student achievement and positive school climate. A dynamic administrator, caring teacher, internal **MIBLSi** coach, charter school founder, university lecturer with a passion for working with hard-to-teach children and their families from diverse backgrounds. Extensive experience combining Direct Instruction programs and effective classroom management strategies, certified trainer in several nationally recognized programs such as **CHAMPs** and Ruby Payne's "*A Framework for Understanding the Culture of Poverty*" as well as experience in:

Crisis Prevention/Intervention
Coordinated School Health
Peer Mediation

Homeland Security
Violence Prevention Programs
Behavior Education Program

PROFESSIONAL EXPERIENCE

Van Wyck Junior High School, Wappingers Falls NY 2008 to present
Eighth Grade Special Education Support Teacher

- 1 Co-Teach in four classrooms (pre-Algebra; Language Arts, Science and Social Studies);
- 1 Teacher-Of-Record for eighth grade special education students in an inclusive setting;
- 1 Work with eighth grade team to develop educational and behavioral interventions;
- 1 Established a Behavior Education Program for team which served 15 students.

Kalamazoo Advantage Academy, Kalamazoo, MI 1998 to 2008
Founder, Behavior Intervention Specialist, Special Education Teacher Consultant

- 1 Monitored, evaluated and coordinated school-wide PBS programs;
- 1 Coach for all instructional staff in behavior management;
- 1 Decision-maker for most school disciplinary actions;
- 1 In charge of school's transportation program which involved Kalamazoo's Metro Transit and KAA-employed bus monitors serving more than 200 children in the Kalamazoo Metro area;
- 1 Led development of Functional Behavior Assessments and resulting intervention plans;
- 1 Grant Coordinator for Safe and Drug Free Schools; Homeland Security and Kalamazoo Community Foundation Grants;

Hillside Middle School, Kalamazoo Public School, Kalamazoo MI 1982-1998
Special Education Teacher

- 1 Collaborated with WMU's Special Education and School Psychology departments supervising undergraduate and graduate student internships;
- 1 Garnered staff support and successfully launched school-wide implementation of study skills program which became a model for the entire school district.

University of Western Australia, Perth, Western Australia 1988 to 1989

DANIELLE SEABOLD

2709 Parkwyn Drive Kalamazoo, MI 49008 (269) 762-6588
dseabold@gmail.com

QUALIFICATIONS

- 12 years as a leader in mathematics and science education at the local, state, and national levels
- 9 years' experience in program coordination, including strategic planning, budgeting, fundraising, corporate and foundation relations, hiring, and day-to-day management
- 6 years' experience in project management, including planning, authoring, evaluating, editing, producing, and assessing
- 6 years' experience in developing procedures, protocols, and processes for creation and delivery of educational initiatives (including STEM initiatives)
- 6 years' experience planning and offering conferences for 1,000+ attendees
- 5 years' experience planning and creating professional development, including design and delivery
- 12 years' experience working in technology, including graphing technology, delivery of technology-based professional development, web design, online content authoring and assessment, desktop publishing, and database development and management

PROJECT MANAGER

- Coordinated colleagues, national leaders, and mathematics teachers for 5 major mathematics education initiatives designed to build educator capacity and support mathematics achievement for all students
- Led the evaluation and revision of 6 online resources for secondary mathematics
- Functioned as co-chief architect of the national Academic Youth Development (AYD) Initiative, developed to transform the culture of ninth-grade Algebra classrooms, reaching 1,000+ students in its pilot year and slated for increased national scale-up over the next 5 years
- Designed and implemented an Advanced Placement (AP) Physics B course offering, serving 40 students in its first year of implementation; program continues
- Developed and evaluated 5 engineering recruitment and outreach initiatives, reaching 3,000+ students in the first three years; program continues
- Created and advised Freshman Interest Groups (FIGs), designed to transition first-year students from high school to college, reaching 20 students in the first year; program continues
- Managed 20+ peers in teams of leaders, editors, content developers, designers, and support staff and 200+ volunteers; coordinated hiring and training of various program staff

TRAINING AND PROFESSIONAL DEVELOPMENT PROVIDER

- Delivered 50+ structured professional development modules to 2,000+ educators nationwide
- Delivered 10+ graphing technology institutes to 200+ teachers and educational leaders
- Served for 2 years as teacher-trainer and school-mentor for Agile Mind's (agilemind.com) internet-delivered mathematics courses and support services for teachers and students
- Facilitated 10 support initiatives to advance technology use in teaching and learning

Courtney Lynn Huff

218 S 1st Street 269-762-2183

Kalamazoo, MI 49009 shootz98@hotmail.com

Objective:

To become educational leader and teacher who will work together with the community to create a positive environment in which all students can learn at their fullest potential.

Education:

September 2009 – April 2011 – Grand Valley State University – Education Specialist degree

✓ Obtained an Educational Leadership degree. Expected graduation date is May 2011

January 2003 – April 2007 – Western Michigan University – Graduate Program

✓ Earned a Master's degree certified as a Reading Specialist/Literacy Coach

August 1999-April 2002 – Western Michigan University-Undergraduate Degree

✓ Earned a bachelor's degree in the elementary education field

✓ Certified K-5 all subjects, K-8 (self-contained), 6-8 Science and English, and ZA endorsed for Early Childhood Education

August 1997-April 1999 – Alpena Community College

✓ Worked toward bachelor's degree

Professional Experience:

Literacy Consultant at Alpena Montmorency Alcona Educational Service District
from August 2008-April 2011

✓ Researched and provided teacher training on best practices in literacy instruction

○ Response to Intervention

○ DIBELS

○ Comprehension strategies

○ Writing and reading workshop approaches

○ Literacy work stations and small group instruction

○ Reading assessments: universal screening, diagnostic, and progress monitoring

✓ Led and supported the following initiatives:

○ Early intervening services (trained teacher assistants to help K-3 teachers develop a framework for Response to Intervention)

○ MIBLSI (external reading coach for assigned schools)

○ Data Coach for assigned school (focus on data warehousing, using data to improve instruction, school improvement planning)

○ Training teachers to be literacy leaders in grades K-8 using Developmental Reading Assessments and explicit comprehension strategies

✓ Active member of the District Improvement Team (using the Strategic Plan as a guideline for success)

✓ Helped develop a Community Forum project to get business and organizational leaders more actively involved in student achievement

Fourth Grade Teacher at Oscoda Area Schools in Oscoda, MI from November 2007-August 2008

- ✓ Entered into a classroom mid-year in need of interventions in both reading and behavior
- ✓ Developed a positive relationship quickly with students, parents, and staff
- ✓ Improved reading scores and behavior referrals dropped significantly as the year progressed

Fourth Grade Teacher/Instructional Specialist at Later Elementary School in Mattawan, MI from July 2006-November 2007

- ✓ Taught all key subject areas as well as implement a differentiated instruction style approach into daily classroom routines
- ✓ Facilitated universal screening of all 3-5 grade students, reviewed results, developed an intervention schedule, provided direct, explicit instruction to students in need
- ✓ Positively interact with fellow staff members to pursue and engage best teaching practices
- ✓ Support and work on committees that directly impact students and their achievements
 - Progress Report Committee
 - Technology (TAG) Committee
 - Destination Imagination Coordinator and Appraiser

Fourth Grade Teacher at Central Elementary in Parchment, MI from August 2002-July 2006

- ✓ Effectively taught all subject areas with enthusiasm and empowerment
- ✓ Actively involved in implementing programs and participating on committees
- ✓ Destination Imagination Coordinator and Coach (implemented)
- ✓ Active member of Parchment Central Parent/Teacher Association
- ✓ Member of the MiBLSi (Michigan's Behavior and Learning Support Initiative) Team
- ✓ Summer Curriculum Committee (worked to align Parchment outcomes to Michigan's Grade Level Content Expectations)

Awards and Recognition of Teaching:

- ✓ Semi-Finalist for 2006 Michigan Teacher of the Year
- ✓ Destination Imagination – Spirit of DI Award and coached two state level finalist teams
- ✓ Positive feedback from parents, students, teachers, and administrators
- ✓ 2006 Excellence in Education Grant Recipient to attend a National Conference on Differentiated Instruction

Community Involvement:

- ✓ Team in Training Past Participant and Team Mentor
- ✓ Certified Group Exercise Instructor at Bay Athletic Club 4
- ✓ Actively involved in fundraising for finding a cure for ALS

What You Should Know about Courtney Huff:

- ✓ Personal philosophy of teaching consists of energy, enthusiasm, respect, and reality
- Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

- ✓ Promotes the use of these styles of teaching: small groups, design-based inquiry projects, workshops, and partner learning
- ✓ Computer Skills: Microsoft Office (Excel, PowerPoint, Publisher, Word), Prezi, data warehousing
- ✓ Attended professional development on MIBLSI, REWARDS, Reproductive Health, DIBELS, Aesthetic Education (Education for the Arts), Four Blocks for the Upper Grades, Teaching as Inquiry, and Battle Creek Science Kits for fourth grade level, Michigan Reading Association Annual Conferences
- ✓ To learn more about my educational beliefs and experiences, please check out my educational leadership website at www.amaesdleadership.blogspot.com

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

ISD#: 39000 Kalamazoo RESA

Contact information:

Holly L. Norman, Deputy Superintendent

1819 E. Milham Ave.

Portage, MI 49002-3035

hnorman@kresa.org

269-250-9364



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

06/30/2011

PRODUCER
1-616-233-0910
Arthur J. Gallagher Risk Management Services, Inc.
300 Ottawa N.W. Suite 301
Grand Rapids, MI 49503-2308

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURED
Kalamazoo RESA
1819 East Milham Ave
Kalamazoo, MI 49002-3035

INSURERS AFFORDING COVERAGE

NAIC #

INSURER A: West Michigan Risk Management Trust

39926

INSURER B: SELECTIVE INS CO OF THE SOUTHEAST

INSURER C:

INSURER D:

INSURER E:

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSURANCE TYPE | TYPE OF INSURANCE | POLICY NUMBER | POLICY EFFECTIVE DATE (MM/DD/YYYY) | POLICY EXPIRATION DATE (MM/DD/YYYY) | LIMITS | | | | |
|---|---|------------------------|------------------------------------|-------------------------------------|---|--------------|--|-------------------------------------|----|
| A | GENERAL LIABILITY | 81323573 Insurer A & B | 07/01/11 | 07/01/12 | EACH OCCURRENCE | \$ 1,000,000 | | | |
| | <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY | | | | DAMAGE TO RENTED PREMISES (Ex occurrence) | \$ 1,000,000 | | | |
| | <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR | | | | MED EXP (Any one person) | \$ N/A | | | |
| | | | | | PERSONAL & ADV INJURY | \$ 1,000,000 | | | |
| | | | | | GENERAL AGGREGATE | \$ 3,000,000 | | | |
| | | | | | PRODUCTS - COMPROP AGG | \$ 3,000,000 | | | |
| | GEN'L AGGREGATE LIMIT APPLIES PER: | | | | | | | | |
| | <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC | | | | | | | | |
| | AUTOMOBILE LIABILITY | | | | | | | COMBINED SINGLE LIMIT (Ex accident) | \$ |
| | <input type="checkbox"/> ANY AUTO | | | | | | | BODILY INJURY (Per person) | \$ |
| <input type="checkbox"/> ALL OWNED AUTOS | | | | BODILY INJURY (Per accident) | \$ | | | | |
| <input type="checkbox"/> SCHEDULED AUTOS | | | | PROPERTY DAMAGE (Per accident) | \$ | | | | |
| <input type="checkbox"/> HIRED AUTOS | | | | | | | | | |
| <input type="checkbox"/> NON-OWNED AUTOS | | | | | | | | | |
| GARAGE LIABILITY | | | | | | | | | |
| <input type="checkbox"/> ANY AUTO | | | | AUTO ONLY - EA ACCIDENT | \$ | | | | |
| | | | | OTHER THAN EAACC | \$ | | | | |
| | | | | AUTO ONLY: AGG | \$ | | | | |
| EXCESS / UMBRELLA LIABILITY | | | | | | | | | |
| <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE | | | | EACH OCCURRENCE | \$ | | | | |
| | | | | AGGREGATE | \$ | | | | |
| <input type="checkbox"/> DEDUCTIBLE | | | | | \$ | | | | |
| RETENTION \$ | | | | | \$ | | | | |
| WORKERS COMPENSATION AND EMPLOYERS' LIABILITY | | | | | | | | | |
| ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER MEMBER EXCLUDED? (Mandatory in NH) | Y/N | | | | | | | | |
| If yes, describe under SPECIAL PROVISIONS below | | | | WC STATUTORY LIMITS | OTH-ER | | | | |
| OTHER | | | | E.L. EACH ACCIDENT | \$ | | | | |
| Property | | | | E.L. DISEASE - EA EMPLOYEE | \$ | | | | |
| Blkt Bldg & contents special form-replacement cost | | | | E.L. DISEASE - POLICY LIMIT | \$ | | | | |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

West Michigan Risk Management Trust is a qualified and approved self-insurance fund under the laws of the State of Michigan. Named Insured includes Kalamazoo Regional Educational Service Agency. "Evidence of Insurance Only"

CERTIFICATE HOLDER

CANCELLATION

Kalamazoo RESA
Nancy Mihelich
1819 East Milham Ave
Kalamazoo, MI 49002-3035

USA

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

ACORD 25 (2009/01) ALBrock
22054533

© 1988-2009 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD